

POSITIVE ATTITUDES TOWARDS RACQUET SPORT OF PRIMARY SCHOOL TEACHERS

Quintas Hijós Alejandro ^{1*}

Pradas de la Fuente, Francisco ²

Castellar Otín, Carlos ³

^{1,2,3} University of Zaragoza, 4, Calle Valentín Cardenera, 22003, Huesca, Spain

Keywords: *racquet sports, teacher attitudes, primary school.*

Abstract

The aim of this study was to know the attitudes towards racquet sports in Spanish primary school teachers. Eighty one teachers from Zaragoza participated in this study, filling out the scale Positive attitudes towards racquet sport of the validated Table Tennis Attitudes Questionnaire. The internal consistency of this scale was measured with the Cronbach alpha coefficient. The results indicate $Md=2.19$ ($SD=0.38$) in this scale. The 27.2% of the teachers have never done one training course of this kind of sports, being the badminton the most studied sport. However, the teachers have mainly badminton teaching material. This study shows which is the prevalence of the racquet sports in the teacher programs. Statistically significant relationships were found between the studies of the teachers or the kind of the school, and the attitudes towards racquet sport. The results of this study suggest us that there have to be more educative programs to implementation racquet sports.

1. Introduction

Several studies have shown the good considerations that the sport have in the scholar system (Napper-Owen, Kovar, Ermiler & Mehrhof, 1999; Zabala Lozano, Delgado & Viciania, 2001; Zabala, Viciania & Lozano, 2002; Salinas & Viciania, 2006). But other researches teach us that some contents are more relevance than other is teacher's programming (Napper-Owen et al., 1999; Zabala et al., 2002; Robles, 2008; Robles, 2009), thus it's necessary to know the amount and the teacher's reasons of their presence at the school (Robles, Tomás, Castillo, Giménez & Robles, 2013; Robles, Giménez, Abad & Robles, 2015; Iglesias, 2015).

The aim of this study was to know the racquet sports' considerations (attitudes, opinions, knowledges, etc.) of the teachers who work at primary schools of Zaragoza city, and to discover how much prevalence has this kind of sports at schools. This study is also proved due to the presence of racquet sports

* E-mail: quintas@unizar.es

(RS) in the education law of the region, where is clearly set out badminton, tennis, mini-tennis, racquets or table tennis as possible opposition physical activity contents.

2. Material and methods

Purpose and hypotheses:

The aim of this study was to know the attitudes towards RS in primary school teachers of Zaragoza city (Spain).

Research model:

For this exploratory study, we used the quantitative methodology, the ex post facto model, the correlation design, a census survey as investigative technique, the not probability sampling, and the questionnaire as data collection tools.

Population and sample:

The population of this research is composed of physical education (PE) primary teachers of Zaragoza city (n=332). We acceded to the population phoning. The study was carried out on a total of 81 volunteer adults, 60.5% of man and 39.5% of women, with an age average of 17.37 ± 9.58 . There were a 24.5% of participation and a 9.5% margin of error in this study.

Data collection tools: It has been used the *Positive attitudes towards racquet sport* scale of the *Table Tennis Attitudes Questionnaire (TTAQ)*, designed and validated by Herrero, Pradas, Castellar and Díaz (2016), which was adapted to the context of this study. Besides, the participants filled in sociodemographic variables and objective data's about RS.

The internal consistency of the scale of this questionnaire, examined using the Cronbach's alpha coefficient, was of .678. As this number is not acceptable, we associated each item to the whole of the scale, for knowing which items harm more the internal consistency (Table 1). Deleting the item 4, the scale obtained an acceptable internal consistency ($\alpha=0.710$).

Table 1. Whole-item statisticals of the scale

	Average of the scale if the item is deleted	Variance of the scale if the item is deleted	Correlation item-whole corrected	Squared multiple correlation	Cronbach's alpha coefficient if the item is deleted
RS are appealing (Item 1)	6.38	2.660	.443	.581	.627
RS provide physical benefits (Item 2)	6.39	2.551	.548	.604	.574
RS are popular (Item 3)	6.88	1.970	.578	.364	.525
RS need a explicit law (Item 4)	7.19	2.356	.338	.266	.710

Data analysis:

The results obtained in this study are summarized with descriptive

statistics methods as average calculation, standard deviation, frequency, percentage, etc., and inferential statistics such as contingency tables, Pearson's chi-square, linear correlations, and variance's and covariance's variance.

When analyzing the variables of the research it has been observed that there was not a normal distribution, therefore the scale was normalized to a Z punctuation. The data was recorded and analyzed using the Microsoft Excel and IBM Statistics Base 22.0 soft wares.

3. Results and discussions

The different kind of academic trainings are shown in Table 2. Almost everybody are physical education (PE) qualified teachers (82.7%).

Table 2. *Relative frequency of each type of training have participants (it can occur several at once)*

	Frecuencia	Porcentaje
Ancient PE qualified (3 years of PE)	67	82.7
PE graduate teacher (4 years of PE)	13	16.0
New PE graduate teacher (1 year of PE)	3	3.7
General qualified teacher	29	35.8
General graduate teacher	7	8.6
Another grade	6	7.4

The specific RS training of the teachers are shown in the figure 1. Teachers have been taught mainly in badminton, tennis, and alternative RS. However, a 27.2% of the simple have not any specific RS training.

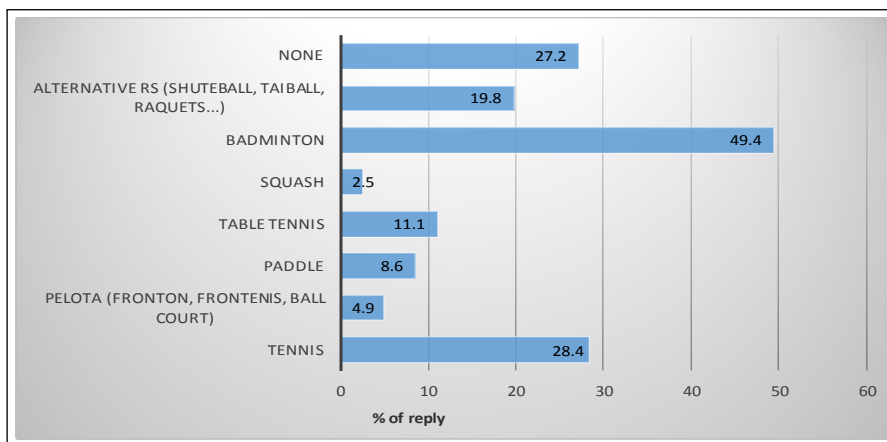


Figure 1. *Specific RS training*

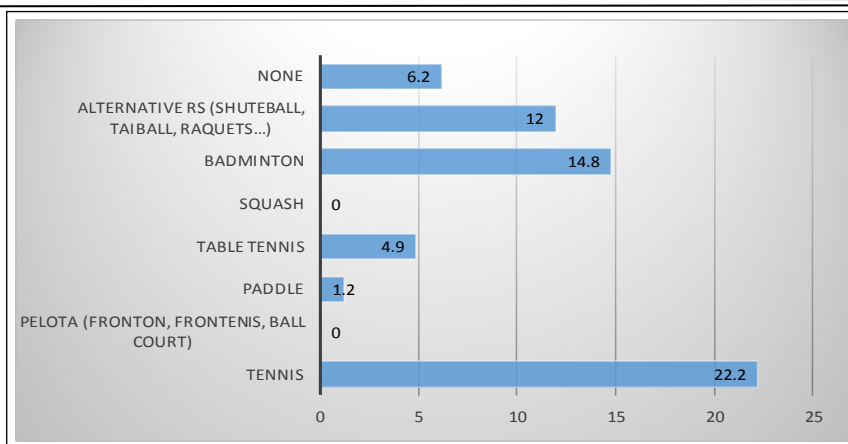


Figure 1. Available teaching material

These results contrast with the study of Herrero (2015), carried out in a secondary school of Murcia (Spain), where badminton obtained 31.5%, tennis 13.5%, and none SR 9.9%. However, similar value was found in both studies in alternative RS. The available teaching material is shown in figure 2. Tennis, badminton and alternative RS are the contents which have more teaching material to be carried out.

These results are different than the found in Herrero (2015) study one, where badminton obtained 35.1%, alternative RS 31.5%, tennis 10.5% and table tennis 9.6%. The RS contents which are carried out at schools are shown in figure 3.

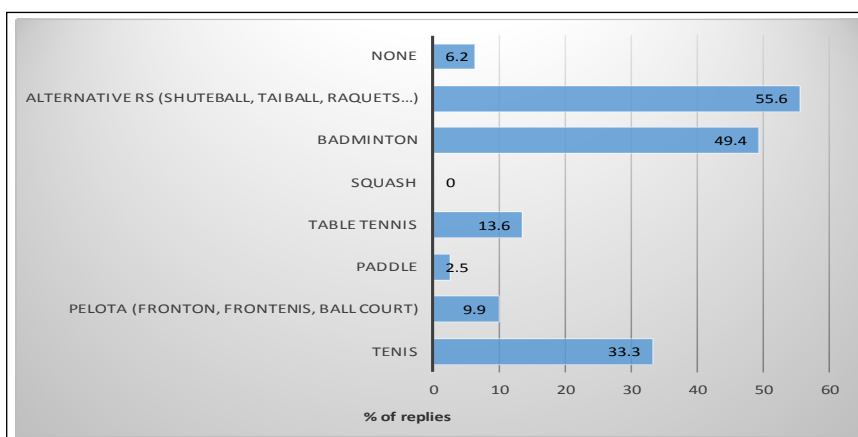


Figure 2. RS contents carried out at schools

More than the half of the sample (55.6%) do some alternative RS content, and almost the half do badminton (49.4%). The third more carried out content RS is tennis (33.3%), follow by table tennis (13.6%), pelota (9.9%) and paddle (2.5%). These results contrast with the found one by González and Aznar (2007)

in Alicante (Spain) context, that showed the next values: badminton (71.48%), tennis (19.04%), racquets (11.72%) and table tennis (8.97%).

It exists a 6.2% of the sample who doesn't carry out any RS content. That could be because of the shortage of teaching materials (figure 2) or due to the scarcity of the specific RS training (27.2%). It has to keep in mind the large variety of racquet games and RS, thus some of those can be carried out at school (Aznar & González, 2004b).

Table 4. *Frequency of all items of the scale*

	I totally disagree		I disagree		I agree		I totally agree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
RS are appealing experience to the students (item 1)	3	3.9	0	0	29	38.2	44	57.9
RS of the teaching programmes provide physical, psychological and social benefits (item 2)	2	2.6	2	2.6	29	38.2	43	56.6
The popularity of RS prove that it must be more introduced in primary schools (item 3)	2	2.7	13	17.6	37	50	22	29.7
I think suitable that RS was explicitly named in the low (item 4)	6	8.1	22	29.7	34	45.9	12	16.2

Table 5. *Descriptions of the items of the scale*

	Mn	Mdn	D.T.	Mín.	Máx.	Percentiles		
						25	50	75
RS are appealing experience to the students (item 1)	2.50	3.00	.702	0	3	2.00	3.00	3.00
RS of the teaching programs provide physical, psychological and social benefits (item 2)	2.49	3.00	.683	0	3	2.00	3.00	3.00
The popularity of RS prove that it must be more introduced in primary schools (item 3)	2.07	2.00	.764	0	3	2.00	2.00	3.00
I think suitable that RS was explicitly named in the low (item 4)	1.70	2.00	.840	0	3	1.00	2.00	2.00

Everything of the rank possibilities in *Positive attitudes towards racquet sport* scale was chosen (Table 4). The average obtained in this scale was 2.19, and its standard deviation 0.38 (Table 5 and Figure 4), that means the PE teachers have a positive attitude towards RS. Specifically, they considers RS appealing to primary students (item 1), that provide physical, psychological and social benefits (item 2), and that are popular (item 3). These results contrast with

the study of Herrero (2015), where it was found an average of 13.05; however, it has to keep in mind that Herrero study was carried out at secondary school and in a rural and urban context.

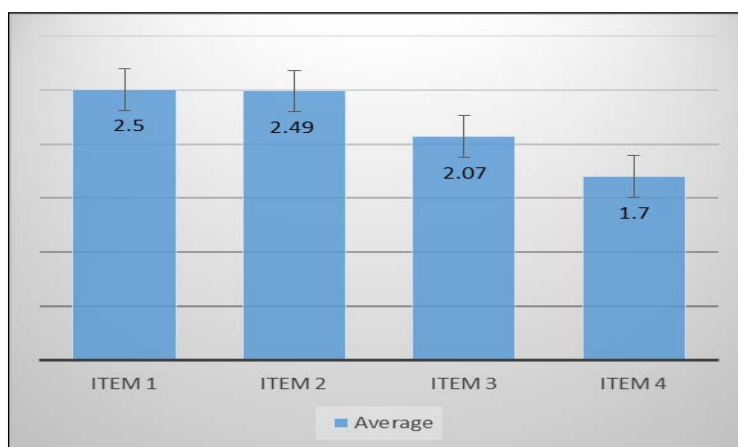


Figure 3. Average of the ítems

As it is indicated by Pradas, Castellar, Quintas & Rapún, (2016), introducing RS in scholar context let to get knowledges abilities and habits to students in other to improving their quality of life.

Lasierra and Lacasa (1996) note that RS are easily applicable contents due to they can be adapted to several places. Furthermore, Azar and González (2004a) consider RS as a intercultural and co educative content. Barbero (2000) points out the RS' suitability because imply a similar level of skill in both sexes. Finally, Blanco (2004) affirms the most part of RS participants don't have a high performance sport orientation, being fun, sociability and healthy other import motives of practice this kind of sports.

It was used a covariance analysis (ANCOVA), and considering the rest of academic teaching as covaribles, it was observed that the graduates one in other specialty have more positive attitudes towards RS ($F=4.45$, $p=.039$). It was carried out an analysis of variance and it was found that concerted school teachers have more positive attitudes towards RS than public school teachers ($F=4.14$, $p=.046$). On the other hand, it was used an analysis of covariance, and considering the rest of academic teaching as covaribles, it was observed that they who had a general qualified teaching (without PE specify teaching), had more positive attitudes towards this kind of sports ($F=6.77$, $p=.011$).

Despite the positive attitudes of teachers towards racquet sports as school content, they continue to have very little weight compared to classic collective and individual sports. Therefore, it is necessary to promote a good teacher training in this type of sports, which allows a more balanced curriculum.

4. Conclusions

With this study can be concluded that:

- Badminton, alternative RS and tennis are the most applied out RS contents at the schools;
- Squash, paddle and table tennis are the fewest applied out RS contents at the schools;
- The vast majority of primary teachers carry out some kind of RS at school;
- Primary teachers keep a positive attitudes towards RS in PE;
- Primary teachers consider that RS are popular and appealing to students.

Acknowledgements

This research counted on the help of the funding of Spanish Ministry of Education, Culture and Sport.

References

1. AZNAR, R., & GONZÁLEZ, M. D. (2004a). Metodología para la enseñanza de los juegos y deportes de pala y racqueta por parte de los maestros/as de la provincia de Alicante. *Revista Actividad Física: ciencia y profesión*, 7, 19-25, Spain;
2. AZNAR, R., & GONZÁLEZ, M. D. (2004b). Los juegos y deportes de racqueta en educación primaria: estudio de la consideración de las ventajas e inconvenientes por parte de los maestros-as en la provincia de Alicante. *Revista Actividad Física: ciencia y profesión*, 5, 6-13, Spain;
3. BARBERO, J. C. (2000). Los juegos y deportes alternativos en Educación Física. *Revista Digital Lecturas: Educación Física y Deportes*, 22, Spain. Available on: <http://www.efdeportes.com/efd22a/altern.htm>;
4. BLANCO, J. (2004). Estrategia y medios en la iniciación a los deportes de racqueta y pala. Familiarización e inicación al pádel. In: D. Cabello (Ed.) *Fundamentos y enseñanza de los deportes de racqueta y pala* (54-60). Granada: University of Granada;
5. GONZÁLEZ, M. D., & AZNAR, R. (2007). La importancia de las teorías implícitas del alumnado en la didáctica de los deportes de racqueta, Efdeportes, *Revista Digital*, 107, Spain. Available on: <http://www.efdeportes.com/efd107/teorias-implicitas-del-alumnado-en-la-didactica-de-los-deportes-de-racqueta.htm>;
6. HERRERO, R. (2015). *Incidencia del tenis de mesa como contenido de educación física en los centros de educación secundaria de la Región de Murcia*, Tesis Doctoral (unpublished), University of Zaragoza;
7. HERRERO, R., PRADAS, F., CASTELLAR, C., & DÍAZ, A. (2016). Análisis de la situación del tenis de mesa como contenido de educación física en Educación Secundaria Obligatoria, *Journal of Sport and Health Research*, 8(3), 245-258, Spain;
8. IGLESIAS, A. (2015). El tenis de mesa en la educación primaria. *Revista*

- Pedagógica de Educación Física*, 18, (31), 6-15, Spain;
9. LASIERRA, G., & LACASA, E. (1996). *Temario de oposiciones para educación física en secundaria*. Barcelona: Inde;
 10. NAPPER-OWEN, G. E., KOVAR, S. K., ERMILER, K. L., & MEHRHOF, J. H. (1999). Curricula equity in required ninth-grade physical education, *Journal of teaching in physical education*, 19, 2-21, Spain;
 11. PRADAS, F., CASTELLAR, C., QUINTAS, A., & RAPÚN, M. (2016). Tratamiento de las disciplinas de racqueta y pala en a educación física. *Revista Internacional de Deportes Colectivos*, 28, 51-61, Spain;
 12. ROBLES, J. (2008). Causas de la escasa presencia de los deportes de lucha y agarre en las clases de educación física en la ESO, Propuesta de aplicación, *Retos Nuevas tendencias en Educación Física, Deporte y Recreación*, 14, 43-47, Spain;
 13. ROBLES, J. (2009). Tchoukball, Un deporte de equipo novedoso. Propuesta de aplicación en Secundaria. *Retos. Nuevas tendencias en Educación Física, Deporte y Recreación*, 16, 75-79, Spain;
 14. ROBLES, J., TOMÁS, M., CASTILLO, E., GIMÉNEZ, F. J., & ROBLES, A. (2013). Factores que condicionan la presencia de la expresión corporal en la enseñanza secundaria según el profesorado de educación física, *Retos. Nuevas tendencias en Educación Física, Deporte y Recreación*, 24, 171-175, Spain.
 15. ROBLES, J., GIMÉNEZ, F. J., ABAD, M. T., & ROBLES, A. (2015). El desarrollo curricular del deporte según la percepción del profesorado desde una perspectiva cualitativa, *Retos. Nuevas tendencias en Educación Física, Deporte y Recreación*, 27, 98-104, Spain;
 16. SALINAS, F., & VICIANA, J. (2006). La planificación de los bloques de contenidos de la educación física en educación secundaria obligatoria, *Revista digital Ciencia y Deporte*, 3, Spain;
 17. ZABALA, M., LOZANO, L., DELGADO, M. A., & VICIANA, J. (2001). La evaluación del deporte en los programas de educación física. Un estudio en granada capital. In Mazón, V., Sarabia, D., Canales F. J. y Ruiz, F. *La enseñanza de la educación física y del deporte escolar*, IV Congreso Internacional sobre la enseñanza de la Educación Física y el Deporte Escolar, 555-561, Cantabria: A. D. E. F.;
 18. ZABALA, M., VICIANA, J., & LOZANO, L. (2002). La planificación de los deportes en la educación física de E.S.O., *Efdeportes Revista Digital*, 48, Spain. Available on: <http://www.efdeportes.com/efd48/eso.htm>.